

I. List 3-5 Student Learning Outcomes for students enrolled in your program.

These should be broad overarching learning goals. They are bigger than objectives.

In our department we teach students to approach problem solving by:

- 1) clarifying the problem or question, and if necessary, breaking it apart into manageable sub-questions
- 2) discerning and describing factors that are relevant to the problem and doing appropriate observation and data collection
- 3) coming up with a possible solution and being able to explicitly state what evidence or line of thinking led to that particular outcome
- 4) understanding and making peace with the idea that science can never give an absolute answer to any question
- 5) understanding that scientific problem-solving is not always a linear process
- 6) having the ability and being willing to go back and revise earlier steps in their problem-solving process as they learn more
- 7) being aware of and amenable to peer review (the scrutiny of their work by others skilled in the field) and also being aware that

II. Align the Program Level SLOs with the College Goals.

Briefly discuss how your program meets the goals of the college.

The department enhances and maintains excellence in Biological education in part by having an academically diverse faculty that stays current in the ever-changing field.

This academically diverse faculty have developed a broad, rich curriculum, along with addressing alignment of courses with many 4-year colleges.

This department excels in developing and maintaining a supportive learning environment for student, with faculty members offering mentoring and educational/career advice.

III. Assess the student success in your program.

How do you know students learned the core SLOs by the completion of curriculum/program. Include data to support these findings.

Biological curricula assesses SLO's by the methods of evaluation embedded in the classes (assignments, examinations, and other methods of evaluation). With the department maintaining high academic standards, a student who successfully completes a Biology course has learned the minimum core SLO's. The majority of students successfully complete the courses with a passing grade.

IV. Document student success/achievement in the program.

Possible documentation materials might include Degrees, Awards, Transfer, Portfolios, Capstone Assignments, Success in Job Placement, etc.)

COM is currently in the process of implementing a "Banner" system that will be able to give us accurate data of student success/achievement in the program (degrees, awards, transfer, job placement, etc.).

Currently, our faculty tend to maintain a lasting communication with the student after they leave our department. Many students have communicated their transfer to a 4-year college or other program, scholarship award, and/or job placement.

The data obtained from the COM nursing program shows that 80% of the applicants were previous students from COM, and all of them successfully completed the nursing program.

V. Note areas for future improvement.

Address needs of program like curricular innovation, resource allocation, upgrading facilities, technology, unit allocation, staffing, etc.

The field of Biological Sciences is ever-changing as the field gains more biological information and technology break-throughs. For future improvement of student learning in the Biological Sciences (and just to keep up-to-date with the current advancements in knowledge), the following areas need to be addressed:

1. Adequate funds for staffing, equipment, and supplies are needed on an on-going basis.
2. Classroom technology (i.e. smart rooms) need to be addressed. In some classrooms 16mm films are still being shown.
3. Ensuring that class size limits match the room space and seats so that the laboratory classes can be safely held.

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